provision for the physical upbuilding of the smaller children other than by the physical education work by giving them milk morning and afternoon and the results have entirely justified our efforts in this direction. There is hardly any excuse for not making school an alluring place with the multiplicity of devices now at the teacher's command.

Let me commend to you the use of the Red Cross organization if you have it available, and you can have it through junior units in your own school. We have derived wonderful benefits and secured excellent results from the exchange of scrap-books with the school children in many foreign lands and this has made elements real which previously were merely parts of a printed page.

I had the privilege last fall of addressing a joint meeting of superintendents and the Federation of Women's Clubs in Mississippi on practically this same subject and I spoke more than an hour and then felt I had merely scratched the surface; today my problem has been where to concentrate. I have selected what I considered the foundation or beginning for any future success.

In conclusion let me emphasize the fact that we are working on the principle that very few communities are blessed with any excess of funds for school purposes and if our experiments are to be of value to the brotherhood of school systems, they must be economical and not involve large expenditures. May I venture to evolve a formula: efficient, professional teachers plus carefully and economically selected physical equipment plus a reasonable sum for instructional supplies and devices equals the embryo of a superior school system.

Peter Cooper, the founder of Cooper Union of New York, who had as his purpose the establishment of educational advantages for the working classes, once said: "Let our schools teach the nobility of labor and the beauty of human service, but the superstition of ages past—never!"

May we accept this as our guiding star. I know not whether you are engaged in teaching as a profession or merely as a way-station, but it is important that you realize a grave charge. Placed in your hands is the future of this nation, threatened as it is with doubtings and upheavals, when all the world is being torn by dissensions. From hill and valley, farm and factory, mansion and hovel, come the rumblings, and no work is more important than yours, the evolution of the citizen of tomorrow.

Hugh S. Duffey.

COTTAGE PLAN OF HEALTH AND HOME ECONOMICS IN VIRGINIA RURAL SCHOOLS

You have to understand rural Virginia before you understand the situation, because rural Virginia is remote from anything by which you may be confronted in other sections.

Our minimum requirement is fifty pupils in the high school. We speak in tens and hundreds while the majority of school officials speak in thousands and tens of thousands.

Our home economics has fallen down a little bit on health. We have made very pleasant conversation about health, but we seem to have accomplished very few results as far as health is concerned. I feel quite sure that if home economics had done its duty there would be no American Child Health Association.

My schools are limited to the schools that are state-aided or those aided by the Smith-Hughes provision. We have cottages in five rural sections. The cottage represents the home that the income of the community could afford. Our food work is based on the income of the community, and

Given at Health Education Conference, Cambridge, Massachusetts, June 23-28, 1924. Arranged by Health Education Division, American Child Health Association.
our clothing work is also based on the income that these girls will have when they are married, which is anywhere from a thousand dollars to eighteen hundred dollars. We do not go over eighteen hundred dollars for our budget.

The home economics teacher takes the inspection cards that the home room teacher has made out, to find out how many children are underweight, and she is the specialist to take care of those cards and bring those children up to weight. She is sufficiently trained to consult with the physician if necessary to find out if there is any organic trouble. The next thing in her program is to assist with the hot lunches. There is one hot dish, preferably a hot drink, to be served in the drinking cup. In some schools every child gets one hot drink free, prepared by the senior girls under the teachers' supervision. The children march by the oil stove and wash their own cups after lunch.

The Home Economics teacher assists in encouraging sanitation preparatory to eating lunches. The children are taught to wash their hands before they eat, and to have a clean paper napkin at lunch.

First aid is another subject stressed. We give first-aid assistance to any baseball fingers, cuts, scratches, or other minor injuries. We also do first-aid work on clothing, such as sewing on buttons, mending tears, and darning. We have in our cottages a bedroom for rest for the teachers or any child who needs it at any time.

The aim of Home Economics in Virginia is to promote and protect health and to produce citizens who will raise the standard of American living.

Ora Hart Avery.

Of 3,802 students enrolled in the summer schools of Minnesota's State teachers' colleges this year 1,999, or 52.5 per cent, expressed the definite intention of entering the field of rural education, according to the Journal of the Minnesota Education Association.